





## Ulster unable to stem loss of students

by Judith Judd

The New University of Ulster faces recruitment problems because more students are leaving Northern Ireland for their university education, Dr W. H. Cockerill, the vice-chancellor, says in his report to the council.

Dr Cockerill also says that the percentage of qualified school-leavers has not risen as predicted by the Lockwood Committee, the Northern Ireland equivalent of the Robbins Committee. When Lockwood reported a need for 12,000 student places in the province by 1980, it worked on the premise that qualified school-leavers would make up about 75 per cent. In fact it had fallen back to about 60 per cent.

The committee had also believed that students going to university outside the province would be offset by similar numbers coming in from Ulster. Present figures suggest a loss of about 100 students a year. Even in the short term, a best guess of student places needed in the province for degree level work in the early 1980s is of the order of 10,000 as compared with the Lockwood 12,000.

Dr Cockerill says that the university system must change. Adult education, part-time degrees and training in new skills would all have to be taken into account. He also says that the Government is not making enough effort to study the roles of different types of educational institution and calls for an inquiry into the provision of higher education.

"If we are to avoid a chaotic situation with duplicated resources the only way forward is to have reasonably precise definitions of the roles to be played by universities, polytechnics and other colleges and institutes."

If a student simply wants a qualification then he should perhaps go somewhere other than a university, but if he wants to be equipped for a university education then there should be a place for him.

"It is, I believe, there is a fundamental difference between a university and other types of institution then surely there is a good reason to reconsider our selection procedures to ensure that the most appropriate types of students are being admitted," the report adds.

## SSRC 'secrecy' leads to one-day strike

Staff at the Social Science Research Council went on strike because of excessive secrecy by the council in the management of its affairs.

Members of the Association of Scientific, Technical and Managerial Staffs and the Civil Servants' Association picked a meeting of the council on Friday as part of the one-day strike.

A principal complaint of the union is that council meetings are held in secret and without adequate staff representation. An ASMTS statement setting out the reasons for the strike says: "Closed sessions by the current chairman of the SSRC, Derek Robinson, in 1976. Such meetings are detrimental to the interests of the staff, the social science community and the general public."

The staff want to be fully informed about discussions in the council of a confidential internal document reviewing its structure. Staff are also demanding participation in the council's decision-making. A spokesman for the ASMTS group said: "Between 30 and 35 at the SSRC. There are many aspects of the council's work which can only be handled effectively by people who have social science qualifications at some level. We feel we have substantial expertise to contribute."

The SSRC agreed last week to allocate £750,000 over the next five years to research in energy, main areas: utilization studies; aspects of supply technology; supply and demand balances for world industry; public decision-making; and the role of North Sea hydrocarbons.

## 'Begin recurrent system reforms with 11-15 group'

by Patricia Santirelli

No successful recurrent education policy can exist in Europe unless the present education system is completely restructured. Professor Denis Kallen, professor of education at Antwerp University, warned last week in Brussels.

Speaking at one of the study conferences on "Europe in Context of Recurrent Education," part of the sixteenth Dietsa Exhibition, Professor Kallen said: "Many European countries which have adopted the concept of a recurrent education policy have been faced with a formidable starting handicap because no thought has been given to a major reorientation of the present education system."

Professor Kallen, who is a member of the Institute of Education of the European Cultural Foundation, believed that necessary reforms should begin at the basic level for the 11 to 15 age group. This should ensure that children were given a sufficient grounding in basic skills and sufficient motivation to take up recurrent education at a later stage in a recurrent system.

"Those who leave school at the

end of compulsory schooling do so not because they are positively motivated to take up work and assume responsibilities but because they are not or cannot find for upper secondary education.

"These youngsters may not only become the burden of young unemployed but also a group that is untrained and unmotivated for recurrent education."

The second stage of reform involved the 15 to 18 age group who should be provided with a double qualification enabling them to continue into further studies or to leave school and take up work after a short period of professional training. This meant that upper secondary education in its turn should be given a comprehensive structure and that the basic split between pre-university schools and technical schools should be removed.

Higher education policies should also be revised. Opportunities should be made available to the individual at the time when he or she was motivated and when it was of public interest. This meant regulation of admissions to post-secondary education and a coherent policy for all education after basic schooling.

## Special FE college courses recommended for handicapped

by June Peimann

A Government survey on further education provision for the handicapped, due out shortly, is likely to recommend that colleges provide more full-time special courses for mentally handicapped and ESN school-leavers.

The courses, designed to combine a vocational element with the teaching of basic literary skills, would be a new departure for many further education colleges.

The survey was discussed at a conference organized by the National Bureau for Handicapped Students in Liverpool last Friday, although its contents have not, as yet, been made public. But Mr Denis Cox, chairman of the NBHS, said later he understood the survey had concluded that curriculum development with the special needs of handicapped people in mind should form the basis of a new national policy on post-school education for the handicapped.

He believed the report would recommend that FE colleges would be asked to provide additional courses to enable physically handicapped students to prepare for further post-school education as well as an extension of the school sector's remedial and ESN work.

The NBHS had long campaigned for a clearly stated commitment by the Government to post-school education for the handicapped. "This survey, when it is published, should go a long way to fulfilling NBHS demands in the FE sector," he said.

The survey is also expected to recommend more in-service training for teachers as well as the establishment of a career structure which would encourage teachers to specialize in the education of handicapped students. It is likely to recognize that post-school education for handicapped people is still a rare event and that therefore links between special schools and FE colleges should be strengthened and better publicity of relevant courses provided. It may also recommend that han-

dicapped students receive financial support which takes into account the fact that many disabled people are not in receipt of a grant. The priorities of the NBHS were reflected by other speakers at its conference last week. Dr Clifford Lyons, of the Institute of Education at Stirling College, Glasgow, emphasized the need for further education to be fully aware of the difficulties of teaching the handicapped.

Dr Lyons said that there is currently nine blind students at Stirling. But the last year of the survey, he said, should be completely aware of the need to improve a deaf student in a body, who never claimed any special status in the teaching of the deaf, he said.

The conference was held at a building course for handicapped students started at Millbank College of Commerce in Liverpool last year after it was decided that hardly any handicapped students attended the college and though special provision had been made.

Mr Roy Burgess, principal of Millbank and a founder member of the NBHS, said it had been found that many physically handicapped students of above average intelligence applied for secretarial courses but failed the entrance examinations.

So in 1976, Millbank began a policy of positive discrimination in favour of physically handicapped students as well as initiating a year-long course for students with learning difficulties. In 1977, 11 of the 12 students found employment after leaving the course.

A development programme for 120 mentally handicapped students at W. R. Tinsall College in Preston "used the town centre as a laboratory," Mr Alan Davies, head of the Division of Foundation Studies at the college, said that teaching the students about how to use the town was an essential part of their education.

## Tories propose 3 types of graduate engineer

by Judith Judd

Three types of graduate engineer are proposed in the new draft of a report of a Conservative Party committee to look at engineering training. The first draft is chaired by Professor John Thornton of Newcastle University, suggested a two-tier system of chartered and technician engineers.

To qualify, a chartered engineer would take a three-year degree course followed by two years' on-the-job training under a registered engineer. The second tier would be a two-year diploma course followed by two years' on-the-job training under a registered technician. The third tier would be a two-year diploma course followed by two years' on-the-job training under a registered technician.

The new draft, which is expected to be endorsed by the committee, received by such people is beyond that associated with technician engineers yet lacks the breadth that should be appropriate to the status of chartered engineers.

In our view this type of graduate engineer could be accommodated by the professional engineering institutions and after a suitable period of appropriate training in his own industry should be encouraged to apply in his own institution for corporate membership. We should designate such people as chartered engineers.

As a compromise, the draft retains the two-tier structure of the profession, drawing a distinction between chartered and registered engineers in terms of qualification and training and not in the responsibility involved. The professional level, it says, should comprise the chartered and the registered engineer and there should be a route to this level for the technician engineer.

The 23-member committee of academics, industrialists, teachers and trade unionists hopes to publish its report by the end of May.

years of joining the institution, unless his education is continued in some way. There is therefore no urgent need to change attitudes to continuing education and the party recommends that the institution should work towards making updating a mandatory requirement for membership.

The report also warns that entry standards to first degree courses must be raised so that their quality can approach that of the best. In doing this, the party recognizes that many more degree courses may fail to meet the institution's standards in future. However, it suggests there is a great need to develop technical engineering education to meet the shortage of well-qualified staff at that level, and some degree courses might easily be adapted to meet this need.

The council of the institution has accepted the report in principle but has asked that its contents be discussed fully before any recommendations are implemented. "Briefing," page 9

## Students complain to UGC of Sheffield inadequate facilities

Sheffield students have told the University Grants Committee that facilities at the university are so bad that first years cannot be guaranteed accommodation and students are forced to eat lunch while standing or sitting in corridors.

A submission to the UGC for their visit to the university next month goes on to say that in the main union complex overcrowding has become so acute that first year students are "almost impossible to enforce, and standards of hygiene have been jeopardized."

The submission claims that students have been forced to use the union restaurant as a meeting room and lounge, and the refectory are used to house all social functions, "completely inadequate," it says.

Living accommodation is even more scarce, it goes on. Some newly arrived students, many from overseas, have been forced to make do with camp beds in hall libraries while they seek a place to live at the beginning of the term. Over 100 students are housed in temporary accommodation and the union has "found it necessary to dilute squatting in empty university-owned houses."

The document warns the UGC: "The social and academic provision is intolerably inadequate. It is inevitable that this will lead to a series of confrontations. Since the last quinquennial visit, Sheffield University has seen students forced to employ disruptive tactics on a large scale in protest of the defence of their education. The staff which has developed within the university, principal and students, has been directly caused by swinging cuts in expenditure imposed on the university."

## Examination boards to merge after Commons report

The three Oxford and Cambridge examination boards are to federate. With the Southern board they will examine two out of every five GCE candidates. The Southern board's merger with the Cambridge local board was announced recently.

The Oxford Polytechnic of Local Examinations, the University of Cambridge Local Examinations Syndicate, the Oxford and Cambridge Schools Examination Board and the Southern Universities' Joint Board will base their association on work already done by the Oxford and Cambridge test development and research unit.

The move follows a Commons Expenditure Committee report which said that the number of examination boards should be reduced, though talks about the merger have been going on since only last year.

There will be syllabus rationalization, joint papers in a growing number of subjects, more borrowing of papers, common set books and a common entry form.

Sir James Waddell's committee on the administration of 16-plus examinations, which is expected to recommend changes in the organization of examination boards will report in the summer.

Dr Thistlethwaite says the council looks forward to discussions with the Secretary of State, the Ministry of Education and other Government departments and the British Council after the Swann and Central Policy Review staff reports.

"There is also a need to secure, on a long-term basis, a clear and agreed statement of the respective responsibilities in the field of higher education overseas of the various government departments concerned (including ODM's education advisors), IUC and the British Council."

Dr Thistlethwaite says that the council regrets that its expertise in creating universities in developing countries has not been used more by the Government and the British Council.

"The creation of a university is a very different matter from the installation and needs different techniques."

He says he believes the IUC could have helped new Middle East universities to adopt an approach which would have enabled Britain to help them more and to secure additional funds from exports.

A Reading University committee examining the Borrell report on overseas representation has recommended that the university should move any moves to abolish the IUC and should emphasize the contributions that can be made to overseas development by British universities working with the IUC. The committee also recommends that the council's responsibilities should be extended.

"We believe that should the IUC be abolished the link that has been developed between British and overseas universities would be weakened but more serious, those universities in the developing world that have yet to be founded would not enjoy the benefits of a competent and unique agency which has the full confidence and support of British universities."

The report says the IUC should be the principal advising and co-ordinating agency "in all publicly funded British cooperation in the development of universities overseas."

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Preparing for battle—First World War volunteers from St Luke's College, Exeter, many of whom were attached to the 3rd and 4th Devons and served in India and Mesopotamia. This illustration is part of a pictorial history produced by St Luke's to commemorate its merger with Exeter University later this year.

## Scots back 'advanced work only' body

by Maggie Richards

A six-point reply to the plan to establish a higher education council in Scotland has been ratified by the senates of each of the eight universities concerned.

In welcoming the proposal, the universities come out firmly in favour of a council devoted entirely to work of degree and advanced studies, and excluding its relationship to other areas of education.

Last year the eight universities set up a joint working party under the chairmanship of Professor George Burnett, principal of Heriot-Watt University, to examine the plan. In January a consultative document proposing a Council for Tertiary Education in Scotland was issued by Mr Allan, Secretary of State for Scotland.

In his report the inter-senate working party unanimously welcomes the proposal and urges that creation of the council should go ahead regardless of devolution.

But it says that the remit of the council should be confined to advanced work, although the importance of positive liaison with other areas of post-school education is emphasized.

"The working party believe that,

as suggested in the consultative paper, a council with a wider remit would be diffuse in its business and in its membership and could not operate in the form of a single small body, such as is later proposed," the report says.

"Indeed it is argued that there is a great deal of scope for the useful functioning of the council within the degree and advanced studies area, and that it should be independent of all the interests involved, and appointed only after consultations between the council and the Secretary of State."

Dealing with the actual tasks of the council, the working party acknowledges that the brief should not duplicate or usurp the functions of other bodies, but it anticipates that the new body might have a role to play in the area of continuing education.

It also recognizes the valuable function the council could perform in promoting and coordinating consultation over academic developments, and in examining the relationship between all sectors of higher education, including teacher education and vocational training.

Until now problems of curriculum and academic standard coordination have been the province of the Scottish Universities Council on Entrance, the report points out.

The working party's report has now been forwarded to Mr Allan.

## Call for general engineering council

A call for the establishment of a General Engineering Council, similar to the present General Medical Council which sets the standards for doctors' conduct, has been made by the heads of polytechnic engineering departments.

In its evidence to the Plimiston committee, the standing conference of polytechnic heads of mechanical and production engineering departments has also called for moves to distinguish between the term chartered engineer, technician engineer and technologist.

A change to "technologist" for the middle category would, the conference, believes, clarify the distinctions and enable a demarcation line to be established. The technologist and technician would deal with purely technical matters and the chartered engineer would be a policy maker, with the main emphasis on creativity in higher management.

The conference has also blamed a lack of clear definition of the role of the chartered engineer for his education and training being held at a lower level than industry properly requires.

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## Oakes to defend report at conference

Mr Oakes, MP, the Minister of State for Education and Science, will defend his report at a special one-day conference on "Higher Education" on May 10, which is being jointly organized by the National Association of Teachers in Further and Higher Education and the Times Higher Education Supplement.

The other speakers will be Mr John Bevan, deputy education officer of the Inner London Education Authority, Mr Maurice Venn, chairman of the Standing Conference of Regional Advisory

Councils for Further Education, and Mr Stan Broadbridge, general secretary of NATFHE. Each main speaker will be followed by a "discussant" who will lead the contributions and questions from the floor.

The conference, which will be held at the Bloomsbury Centre Hotel in London, will be broken down into four sessions: Mr Oakes's own contribution, national planning and finance, regional and local implications, and the way forward for higher education.

## More foreign students apply to universities

Overseas students form a slightly higher proportion of students applying to universities than last year, according to the latest figures from the Universities Central Council on Admissions.

Applications from overseas are up by about 4.3 per cent and from about 14.3 per cent of the total compared with 14 per cent at the same time last year.



## Finniston inquiry told of ill-informed attitudes

by Robin McKie  
Science Correspondent

The present serious shortage of electronic engineers in Britain will get worse and spread to other sectors of the economy unless there are immediate improvements in our understanding of the work of engineers and their role in industry.

This warning has come from the Electronic Engineering Association in its evidence to the Finniston Committee and its report stresses that the reasons for "stark inadequacies" in the quantity and quality of engineers lie primarily in deep-rooted and mostly ill-informed social attitudes towards the engineer and his industry.

The association blames this on national policies detrimental to industrial profitability and employment which result in too great a divide between education and industry, and it also faults a typical engineer's initial education as too narrow.

The association recommends that there should be greater flexibility in education and broader courses made available for engineering students. Teachers at universities, colleges and schools should be encouraged to gain industrial experience and lecturers in the higher education of engineers should eventually be required to spend two years gaining experience of practical problems, before taking up an academic appointment. Industry

should also consider ways of helping present academics without such experience, for example by offering supernumerary appointments.

More young people, especially girls, should be encouraged to study science and mathematics at school and beyond, and to aim for careers in the engineering industry. Careers advice needs to start early, perhaps at the age of 15, and to involve all teachers, not just careers teachers and specialist advisers.

The EEA also calls on the Government to help industry reward its engineers adequately by means of greater profitability and "some flexibility" in its counter-inflation policies. But it rejects any form of statutory registration or licensing of engineers in the manufacturing industry.

In its evidence to Finniston, the Institution of Electronic and Radio Engineers calls for closer liaison with industry, government research and development units and the armed forces engineering branches to be set up by colleges to provide teaching reference to practical work, including early appreciation of user requirements and engineering problems. Its report also proposes that individuals in institutions should recognize the route for technician engineers to transfer to chartered engineers.

An open meeting is to be held at the Institution of Electrical Engineers on April 25 to discuss the issues of statutory registration and licensing. "Briefing", page 9

## Comprehensive leavers still left behind in college stakes

by Peter David

Only 6 per cent of comprehensive school leavers in 1975 went on to degree courses or teacher training, compared with 30 per cent of grammar school leavers and 35 per cent of students leaving direct grant or independent schools, according to the latest volume of statistics published by the Department of Education and Science.

They show that 12 per cent of comprehensive leavers gained one or more A-level passes, compared with 52 per cent of grammar leavers and 61 per cent of direct grant or independent school leavers. Exactly half of the grammar school students went on to full-time further education, compared with 18 per cent of the comprehensive leavers and 42 per cent of those from independent or direct grant schools.

The DES statistics show that a total of 112,000 pupils (16 per cent) left school in 1975-76 with one or more A levels, 27,000 more than in 1965-66. Most, 90,000, gained two or more passes, compared with 67,000 in 1965-66. The number of pupils going on to full-time further education, 22,000 more than in 1970-71. Entries on degree courses increased by 5,000 from 1974-75 to 1975-76, but those going straight to teacher training fell 9,000, less than half the level of a decade before.

Further education colleges were also a growing provider of students with A levels. Since 1965-66 the number of women taking A levels in such colleges has tripled, and

the number of men doubled. In 1975-76 there were 72,000 candidates, 17,000 entries and 68,000 passes. The pass rate has improved slightly over the past ten years to nearly 60 per cent.

The pattern of A levels taken during the period in both schools and colleges has shown a substantial increase in the number of students taking their subject disciplines. In the last six years the percentage of A-level leavers gaining two or more A levels in a mixture of science and arts or social science has increased from 14 per cent to 21 per cent (19,000). Among further education leavers over two-fifths took A-level passes in science. Five years ago science, arts and social science accounted for about equal numbers of passes.

Once again, the south-west produced the highest proportion of school leavers entering full-time further education with 28.9 per cent going on to universities or colleges. The north provided the smallest proportions: 16.9 per cent in non-metropolitan areas and only 13.1 per cent in metropolitan areas.

Five out of six pupils leaving school in 1975-76 gained at least one result in CSE or GCE examinations, compared with just over half in 1970-71. Candidates from all sources taking CSE and GCE summer examinations increased by four-fifths since 1967, reaching 1.4m in 1976. Nearly a million candidates entered for 2.7m O levels in 1976, but the pass level decreased to 58.5 per cent, the lowest for a decade.

## Fine art row after CNAAs courses review

The Council for National Awards has withdrawn a recommendation that MA fine art courses be suspended in favour of MA programmes in design and fashion at Leeds Polytechnic.

The review of postgraduate courses in art, design and fashion at Leeds Polytechnic, which was merged with the Council for Diplomas in Art and Design in 1974, some 18 months ago, was led by David Bethel, director of Leeds Polytechnic and chair of the committee of Design.

At Birmingham Polytechnic, CNAAs review report to local papers. The report describes the fine art MA as "an unwelcome intrusion of a master's degree into a postgraduate programme."

Mr Tim Scott, head of the polytechnic's fine art department, said prior to the CNAAs review, the MA was "a very good programme" and the department had been given "a very high profile" by the CNAAs. He said the polytechnic accepted CNAAs view, but felt that the MA was "a very good programme" and the department had been given "a very high profile" by the CNAAs.

Mr Bethel said that a "simple and thorough" review of the postgraduate art and design courses was necessary because of a change from MA to MA in design and fashion. Conversion to MA resulted in substantial increases in teaching in art and design courses, and a difficult switch from a traditional to an intellectual approach, he said.

## I.S.E. campaigns to expose Chilean junta's excesses

The London School of Economics' Chile Solidarity Committee has adopted the University of Cambridge's decision to suspend all academic staff in Chile in a campaign to expose Chilean universities following the takeover by the military junta in 1973.

Since that period the university has been suspended, 6,000 students expelled, a large number of academics suspended and the school of sociology and journalism closed down.

The adoption campaign which is being launched officially on April 20 aims specifically on the effects on the academic sphere. It aims in particular to pressure the junta to reveal the fate and whereabouts of those students and academics of the University of Cambridge who have disappeared.

The committee will also press for the release of students and academics held as political prisoners. It plans a programme of public meetings, contact with Chilean students in this country and the production of a document showing the level of student activity in Chile before the coup and now.

Among the committee's members is Professor Eduardo de la Torre, former vice-chancellor of the University of Cambridge and former Minister of Public Education, who spent nearly two years in prison prior to his arrival in Britain where he has been researching material for a book on Chile.

A grant of more than £50,000 has been awarded to the World University Service to set up an international employment project for Chilean refugee students in this country. A total of 750 Chilean students receive grants averaging about £3,000 a year from WUS to study at universities and polytechnics in Britain. Now a back-up service to help them find employment will be established with the money, donated by the Ministry of Overseas Development.

## North American news

## Carnegie revives teaching alternative to PhD

from Clive Cookson

Those who have written off efforts to establish the Doctor of Arts (DA) degree have been presented with evidence that it is still alive and growing.

A report by the Carnegie Council for Policy Studies in Higher Education this month refutes stories that the DA is dying. The degree, which was introduced in 1974, is a more appropriate alternative to the PhD, according to the report.

The Carnegie Council, a non-profit association of universities and educational organizations, found in a survey of 2,700 institutions that a student at a state university will pay at least \$1,050 in the academic year beginning this autumn. This represents about a fifth of the median family income in the United States.

Private universities, however, cost still more. The average for institutions such as Yale and Princeton is well over \$5,000 and some exclusive places such as Pennington College, Vermont, will cost over \$6,000 for tuition fees and minimal living expenses. A student living on campus at, say, Princeton faces an increase of over \$520 this coming year, despite which the university expects to end the year about \$85,000 in the red.

The cost of living element in the College Entrance Board survey was assumed to remain stable—an assumption which depends on the success of the government's new anti-inflation policy. It is easy to see how such figures take on political importance during the current American debate about a tax credit for the parents of university students. A family with an annual income of \$20,000 could find itself paying out half that sum to maintain two children in higher education.

The Carnegie Council also disapproves of universities that admit DA students directly from the first degree, and would prefer the course to be reserved for those who have completed the Master's degree and two or three years' teaching experience.

Another weakness of some DA programmes studied by Drexel and Thompson was their division into unrelated experiences. These include: courses or seminars in the central discipline; those dealing with teaching and learning; research in the discipline; research on teaching; and internship in a college or university.

Overall, the authors found that departments were increasingly defining the DA on its own merits and working less about valid comparisons with the PhD and irrelevant requirements designed solely for "equal favour". They conclude: "The DA, if it is to be a respected degree, must make its own merits. Those who believe research is more difficult and superior to good teaching will never accept the DA as an equivalent of the research PhD, no matter how many requirements are imposed."

After a promising start, development of the degree has been held up by several factors—notably, a surplus of PhDs flooding the college job market, reduced funding for graduate studies, and state curbs on the creation of new degrees. Comparing these difficulties, they say, the DA "has fared amazingly well".

The degree still had no standard model. Even the idea that it should be aimed exclusively at people intending to teach in community

## College costs to rise 'at least 6pc'

from David Walker

WASHINGTON The cost of going to university in the United States will increase next year by at least 6 per cent, according to a survey by the College Entrance Board. The finding is sure to fuel demands for additional assistance for students from the federal government.

The College Entrance Board, a non-profit association of universities and educational organizations, found in a survey of 2,700 institutions that a student at a state university will pay at least \$1,050 in the academic year beginning this autumn. This represents about a fifth of the median family income in the United States.

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well as to give us the understanding to deal effectively with problems among nations."

The immediate effect of the new administrative arrangements upon Britons concerned with international exchange and American studies will be slight. A spokesman for the ICA said that such people would continue to deal with the State Department officials they knew well for the time being.

He went on: "The main effect of the reorganization will be to make things happen more quickly, especially saving time spent in the back and forth between the USIA and the State Department."

Probably the most controversial of the agency's responsibilities is its overseas broadcasting. The listening range of Voice of America has recently been extended by powerful new transmitters; the station is subject to State Department "guidance" on foreign policy issues. According to ICA officials, the Voice of America should move even closer to the BBC model by seeking to be "reliable, authoritative, accurate, objective and comprehensive".

The ICA will be answerable to the State Department, the United States Foreign Office, though it will have its own budget and personnel. In some sense the agency is expected to act as an interpreter of State Department policy, as to enrich our own culture as

well as to give us the understanding to deal effectively with problems among nations."

For every dollar spent by the American government on health and education last year, nearly five cents were wasted. Errors, maladministration and downright fraud in the government's student financial assistance payments accounted for a significant part of the sum.

A report from the Office of the Inspector General concluded that the Department of Health, Education and Welfare misspent a total of nearly \$7 billion during the 1976-77 financial year. Most of the money was lost because of "waste and mismanagement" and unnecessary payments, especially under the government's Medicare and Medicaid programmes.

Testifying recently before Congress, Mr Joseph Califano, Secretary of Health, Education and Welfare, admitted that government loans to students were often not paid back. An investigation had revealed that the Department of Health, Education and Welfare itself was employing nearly 500 people who had defaulted on student loans.

## New body set up for Fulbright and other exchanges

from Our Correspondent

WASHINGTON Academics, teachers and administrators involved in exchanges to the United States now have to deal with a new agency. Since April 1 the functions of the former United States Information Agency and the educational work of the State Department have been merged into the International Communication Agency.

The ICA will be responsible for administering the Fulbright scholarships, the annual "foreign leaders" exchange, various athletic and cultural programmes, as well as broadcasting over the Voice of America radio station and the publication of a range of magazines including *Dialogue* and *Problems of Communism*.

The new body is intended to combine the flow of information about America with the administration of exchanges into the United States. Its director, Mr John Reinhardt, former head of the United States Information Agency, spoke recently of a "twinned mandate": "to tell the world about our society and policies—in particular our commitment to cultural diversity and individual liberty; and to tell ourselves about the world, so as to enrich our own culture as

well as to give us the understanding to deal effectively with problems among nations."

The ICA will be answerable to the State Department, the United States Foreign Office, though it will have its own budget and personnel. In some sense the agency is expected to act as an interpreter of State Department policy, as to enrich our own culture as

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For every dollar spent by the American government on health and education last year, nearly five cents were wasted. Errors, maladministration and downright fraud in the government's student financial assistance payments accounted for a significant part of the sum.

A report from the Office of the Inspector General concluded that the Department of Health, Education and Welfare misspent a total of nearly \$7 billion during the 1976-77 financial year. Most of the money was lost because of "waste and mismanagement" and unnecessary payments, especially under the government's Medicare and Medicaid programmes.

Testifying recently before Congress, Mr Joseph Califano, Secretary of Health, Education and Welfare, admitted that government loans to students were often not paid back. An investigation had revealed that the Department of Health, Education and Welfare itself was employing nearly 500 people who had defaulted on student loans.

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## Devolution study by Strathclyde

Strathclyde University's Centre for the Study of Public Policy has been awarded a three year grant to study the questions raised by devolution proposals for Scotland and Wales and the ending of the Stormont Parliament in Northern Ireland.

The grant of £8,835 has been awarded by the Nuffield Foundation and the research will be undertaken by members of the Work Group on United Kingdom Politics.

Research will include study of development within Scotland, Wales, Northern Ireland and the English regions as well as an analysis of the different ways in which Westminster's role as the supreme authority might be exercised.

The research will be undertaken by scholars working at a range of universities and the work group will be responsible for bringing the studies together for publication in book form.

## New approach to TV teaching meets resistance

by Patricia Santinelli

A new approach to the production of Open University programmes aimed at developing good television teaching has run into opposition.

Ms Margaret Callaghan, lecturer in media research methods at the Open University, told the annual conference of the National Closed Circuit TV Association, now renamed the Educational Television Association, that there was resistance to the idea of structured television case study material designed to develop students' assessment skills from the beginning of a course because this ran counter to the accepted concept of "good" television.

We are arguing that there should for example be more academic intervention in the case study programme, pointing out through commentary in advance a film sequence what to look for, guiding students during a sequence, break

ing into narrative flow and repeating a film sequence, with this time an academic analysis in the commentary, or raising questions about the meaning of what has gone before," Ms Callaghan said.

She said the status of this material as "evidence" was made clearer to students by revealing at least in a linked way—the process of programme construction in the programme itself.

Ms Callaghan said that recent research had shown that the majority of students were not benefiting from the type of case study material which had become common in the OUI as "good" television. This was mainly because they did not possess necessary skills to intellectually analyse the material and were not into unconscious acceptance of images and concepts put forward by their resemblance to programmes like *Horizon*.

The second major problem lay

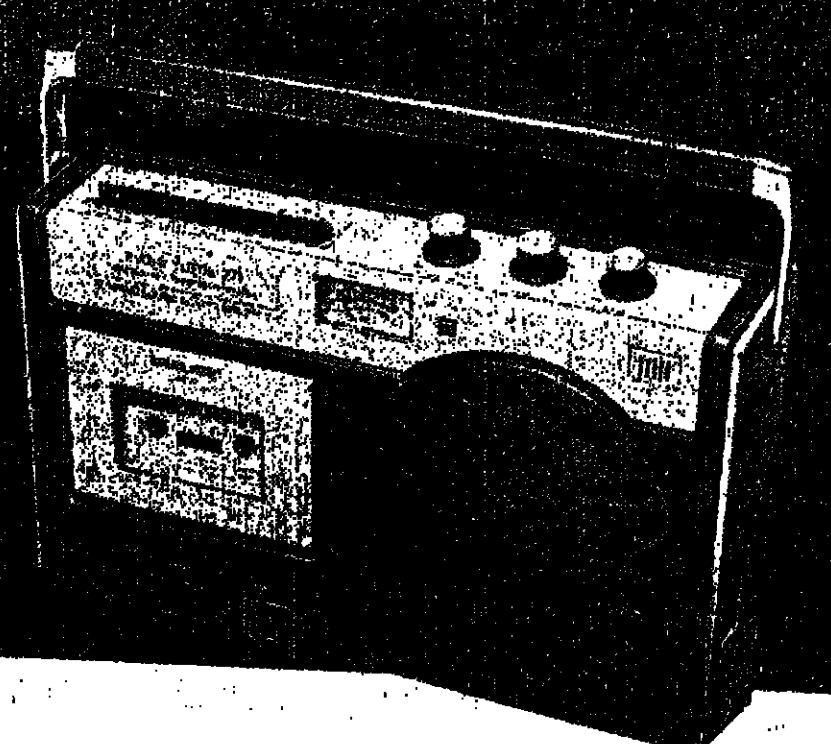
in the way the programmes were originally conceived and structured. It was only after the material had been shot and partly assembled that any real thought was given to conceptual links. In twelve concrete programme material and the theory of the written text, and this was often too late.

Concern as to what extent television material was also expressed by Dr Robin Moore, director of the Audio-Visual Service at Leeds University and convenor of the EFA Research Group. He pointed out a proposed joint project between Leeds, Liverpool and the Open University, would provide some answer to this.

"We intend to investigate in much greater depth the individual learning tactics of students with differing levels of motivation and sophisticated when coping with television material produced in a variety of styles."

The second major problem lay

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## Librarians

SURREY  
THE UNIVERSITY  
SUB-LIBRARIAN

Applications are invited for a post of SUB-LIBRARIAN. Candidates should have a good honours degree (preferably in the social sciences) and a library qualification. The successful candidate will be required to take overall responsibility for the sub-library, including the collection, processing, and distribution of books and information; to participate in a subject library scheme for book purchasing and to take charge of the library on occasions. Previous experience in a university or polytechnic library is essential. Salary: £16,425 to £20,955 per annum (under review). Further particulars are available from the Librarian. Applications (two forms) giving details of experience, together with the names of three referees, should be sent to the Assistant Secretary, Higher Education, University of Surrey, Guildford, Surrey GU1 2XH, by 20th April.

DORSET COUNTY COUNCIL  
County Education Department  
Bournemouth and Poole College of Further Education

## Chief Librarian

Salary PO1(3) £5,512 by increments to £8,087 (inclusive of supplements)

Chartered Librarian required for the post of Chief Librarian over three libraries in an F.E. College with 2,500 full-time and 7,500 part-time students. The post is critically important to the development of this College where the future library service is fundamental to the institution's development. Applicants must have held a senior post in the library of a significant educational establishment and have a knowledge of the applications of educational technology to learning services and the energy to foster their development alongside traditional library services. Application forms returnable by 8th May, 1978, and further details from Senior Administrative Officer, Bournemouth and Poole College of Further Education, North Road, Poole.

## General Vacancies

COUNCIL FOR NATIONAL  
ACADEMIC AWARDS  
ASSISTANT REGISTRAR

Applications are invited for the post of Assistant Registrar with responsibilities in education and intercollegiate studies. In addition to their work in general fields, Assistant Registrars are involved in the development of academic policy. Candidates for the post should be well qualified academically and should have had appropriate teaching and/or academic administrative experience, preferably in the field of Higher Education. The salary on appointment will be within the scale (£5,925-£7,575 under review) (Merit bar £6,849) including London weighting. Further particulars of the post may be obtained from: Secretary (E) COUNCIL FOR NATIONAL ACADEMIC AWARDS, 34/35 Gray's Inn Road, London WC1X 8BP to whom applications giving details of qualifications and experience and mentioning the names of two referees should be submitted by 5.5.78.

COUNCIL FOR NATIONAL ACADEMIC AWARDS  
ASSISTANT SECRETARY

Applications are invited for the post of Assistant Secretary with overall responsibility for the production of the Council's calendar and publications and the maintenance and interpretation of its Council's regulations for its awards. Candidates must be well qualified academically and have had administrative experience in an institution of Higher Education or professional body. The salary on appointment will be within the scale (£5,925-£7,575 under review) (Merit bar £6,849) including London weighting. Further particulars of the post may be obtained from: Secretary (AS) COUNCIL FOR NATIONAL ACADEMIC AWARDS, 34/35 Gray's Inn Road, London WC1X 8BP to whom applications giving details of qualifications and experience and mentioning the names of two referees should be submitted by 12 May, 1978.

SPA INTERNATIONAL  
LANGUAGE CENTRES

Require experienced/qualified staff to teach ENGLISH as a FOREIGN LANGUAGE during July and August, at Cambridge and Copenhagen. Varied and interesting work. The salary for application form and further details to SPA, 100, Victoria Drive, Hammersmith, W6 7JH, or telephone 01-894 0000.

MOZAMBIQUE  
THE PEOPLE'S REPUBLIC

Salary posts in the Faculty of Education, University of Eduardo Mondlane, Maputo. The University is seeking applications for the posts of Lecturer in English and Lecturer in Portuguese. The successful candidates will be required to teach in the Faculty of Education, University of Eduardo Mondlane, Maputo. The salary scale is as follows: Lecturer in English: £12,000 to £14,000 p.a.; Lecturer in Portuguese: £10,000 to £12,000 p.a. Applications should be sent to the Director of the Faculty of Education, University of Eduardo Mondlane, Maputo.

## Overseas

OVERSEAS  
TEACHING POSTSLECTOR IN ENGLISH  
(BULGARIA)

University of Sofia. To assist with English Language teaching in Department of English; also testing of English for UN Fellowships at request of Bulgarian authorities. Qualifications: Degree in English and preferably an interest in Slavic studies. Teaching experience. A diploma in TEFL is desirable. Salary: Local salary, free of tax, plus British Council subsidy of £1,866. Benefits: Free furnished accommodation; one year contract, renewable. 78 UU 41

LECTURER/SUPERVISOR  
(PORTUGAL)

British Institute, Lisbon (two posts). Tenable June or September, 1978. Degree (preferably in English or Modern Languages) with one year postgraduate TEFL qualification and minimum of five years TEFL experience required. Duties: teaching, teacher training, syllabus and materials design, some involvement with Portuguese Ministry of Education. Salary: £4,802 to £5,618. Benefits: Child grant, accommodation and baggage allowances; two year contract, renewable (sub-formula). 78 UU 68-70

LECTURER/PROGRAMME ORGANISER IN ELT/ESP  
(TUNISIA)

English Department, Bourguiba Institute of Modern Languages, University of Tunis. To direct a materials production team and lecture in ELT and ESP. Qualifications: UK degree, postgraduate qualification in ELT and at least five years' experience in ELT and ESP, including materials production, essential. Good knowledge of French and/or Arabic desirable. Preferred salary range £5,400. Salary: £5,210 to £7,054 p.a. plus 10 per cent inducement. Benefits: Free accommodation; overseas and children's allowances and other benefits. Two year Kelt contract, renewable. 77 CU 21

LECTURER IN ENGLISH LITERATURE  
(JAPAN)

Kyoto Women's University, from September, 1978. MA or D Litt in English and substantial teaching experience in higher education required. Salary: ¥306,900 to ¥374,500 per month (Rate of Exchange approximately ¥458.50 equals £1). Benefits: Two year contract; renewable; free accommodation; annual bonus. 78 PU 40

ADVISER IN TEACHING OF ENGLISH FOR SPECIAL  
PURPOSES  
(SRI LANKA)

Ministry of Education. Degree and one year Post-graduate TEFL qualification and minimum six years' TEFL experience including curriculum planning and ESP required. Salary: £5,210 to £7,054 p.a. plus 10 per cent inducement. Benefits: Overseas and children's allowances; free accommodation; two year Kelt contract. 78 PE 1

ASSISTANT PROFESSOR (TEFL)  
(LEBANON)

American University of Beirut, English Department and Education Department. To teach with other staff courses in Phonetics, Grammar, History of English Language, etc. Graduate courses in Linguistics, to take seminars in TEFL and associated problems. Possible departmental committee work. Qualification: PhD in Applied Linguistics. Salary: US\$12,000 to 14,000 p.a.

THE BRITISH  
COUNCIL

Benefits: Settling-in grant; children's education allowance; baggage allowance at beginning and end of contract; three year contract, renewable. 78 WU 19

ESP COURSE DESIGNER AND ESP TEACHER  
TRAINER  
(BANGLADESH)

Institute of Modern Languages, University of Dacca. Degree, postgraduate TEFL qualification and overseas teaching experience required. Salary: £4,589 to £5,618 plus 10 per cent inducement allowance. Benefits: (both posts) Overseas and children's allowances; free furnished accommodation; two year Kelt contract. 78 PU 42-43

LECTOR IN ENGLISH  
(YUGOSLAVIA)

Higher School of Pedagogy, Prizen. Required by late September, 1978. Candidates, preferably single, should have a BA Degree in English Language or Literature from a university in Britain and two years' experience of teaching English as a foreign or second language. Duties: General English teaching, phonetics and morphology. Salary: 6,000 New Dinars per month (current rate of exchange 35 ND equals £1) plus British Council subsidy of £1,244 p.a. One year Minor Benefit contract, renewable. 78 UU 45

TEACHER TRAINING EXPERT  
(CAMEROON)

A member of a team based in Yaounde concerned with the introduction of English in French primary schools. To decide the outline, programme and teaching methods. In training new teachers of English in French primary schools, to direct this teaching and assist with in-service training. Degree, TEFL qualification and experience and fluent French required. Salary: £4,589 to £5,618 p.a. plus 10 per cent inducement allowance. Benefits: Personal and children's allowances; free furnished accommodation; two year Kelt contract. 78 RE 4

INSPECTORS OF ENGLISH (PRIMARY)  
(CAMEROON)

Educational Delegations for the Littoral and Centre South Provinces—Douala and Yaounde. Two members of a team concerned with the introduction of English in Francophone Primary Schools. Duties: To inspect classes, advise teachers and organise in-service courses. Qualifications: Degree (preferably in English or Modern Languages), one year University diploma in TEFL, relevant experience, preferably including teacher training, fluent French. Salary: £4,589 to £5,618 p.a. plus 10 per cent inducement allowance. Benefits: Personal and children's allowances; free furnished accommodation; two year Kelt contract. 78 RE 2-3

LECTURER IN ENGLISH  
(CAMEROON)

University of Yaounde, Cameroon. Duties: Lecturing in English Language with possible involvement in teaching training. Lecture for and supervise the Postgraduate Diploma in English Studies. Qualifications: Degree in English (or Modern Languages), postgraduate qualification in English Language, preferably PhD, plus relevant experience and fluent French. Salary: £5,210 to £7,054 p.a. plus 10 per cent inducement allowance. Benefits: Personal and children's allowances; free furnished accommodation; two year Kelt contract. 78 RU 46

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

## Colleges and Institutes of Technology

## DUNDEE COLLEGE OF TECHNOLOGY

Lectureship in  
Physics

Applicants should have a good honours degree together with research and/or industrial experience. A current research interest in Nuclear Physics or Radiobiology would be advantageous. The post-holder will be required to lecture to degree and other courses.

The salary is on the Lectureship A scale of £3,656 to £6,516 (see) to £8,989. This scale, which includes supplements, is payable under review and the post-holder on a full-time basis upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee DD1 1HG with whom applications should be lodged not later than April 28, 1978.

## Overseas

Technical  
Training Manager

Motor Distributors Nigeria  
c £14,000 + Car

J. Allen and Company Limited is a large motor distributorship with 15 branches throughout Nigeria. The company sells and services Ford, V.W. and Scania vehicles and has its own technical training school.

Applications are sought from candidates who have had a number of years teaching experience at a trade school or technical college where emphasis has been placed as much on practical work as theoretical. It is therefore probable that the selected candidate will have started his career in the motor industry before specialising in teaching.

It is important that candidates have extensive experience in the planning, organisation and presentation of courses and supporting administration. The

Technical Training Manager will be responsible for the coordination of all technical training in the company, including training to trade standards. Preference will be given to applicants with experience in a developing area such as West Africa.

Benefits include free furnished accommodation, generous leave allowance, free medical care and education allowance.

Write giving brief career details, to Mr. C.A. Brown, Group Personnel Manager, John Holt & Co., (Liverpool) Ltd., India Buildings, Liverpool, L2 0HF.

John Holt & Co.,  
(Liverpool) Ltd.

## WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY

The Institute is a major tertiary institution providing degree and diploma studies at both undergraduate and graduate levels for over 11,000 students. Programmes may be taken on a full time, part time or external study basis.

ACADEMIC SERVICES  
EXTERNAL STUDIES—Lecturer/Senior Tutor

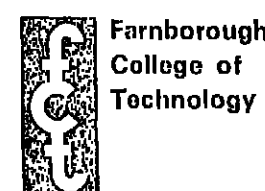
To be a member of a team to co-ordinate and liaise with academic staff on the planning and designing of course materials for external students. Evaluate and organise up-dating of existing external subjects. Supervise course material presentation and production timetabling. Teaching experience at tertiary level and involvement in distance external education an advantage.

Qualifications: Lecturer—Post Graduate qualifications with experience including teaching are preferred. Senior Tutor—A relevant degree with some industrial or teaching experience is preferred.

Salary range: Lecturer £8,914-£11,710 Senior Tutor £7,683-£8,802 (Salaries quoted at March 21st rate of exchange £1.5949-£1.00).

Terms: Appointment will be non-tenured for a period up to three years. Conditions include: Four weeks annual leave, fares for family plus some assistance for removal expenses are payable to appointees.

Applications: Detailed applications including a curriculum vitae and the names and addresses of three referees should be submitted no later than 20th May, 1978. To the Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ, England. A brochure containing further information may be obtained from the above address. When applying please quote position and reference number 075/AC5.



Farnborough  
College of  
Technology

## HAMPSHIRE

## Hamps Head of Departments

Reference 78/2/01 BUSINESS STUDIES Grade V  
Reference 78/3/01 PROFESSIONAL AND  
MANAGEMENT STUDIES Grade IV  
Reference 78/4/01 SECRETARIAL AND  
COMMERCIAL STUDIES Grade III

These new posts arise from the division of the Large Department of Business and Management Studies upon the departure of the present Head on 31st August, 1978. Applicants should be senior graduates and have extensive relevant practical and teaching experience. Further particulars may be obtained from the Principal, Farnborough College of Technology, Boundary Road, Farnborough, Hampshire GU14 6SB (S.A.E., please). Closing date: April 28, 1978.

## DUNDEE COLLEGE OF TECHNOLOGY

Lectureship in Behavioural  
Science (Sociology)

Applicants must have qualifications in Sociology relevant to teaching and research in an institution of higher education. They should have appropriate experience in teaching and in the development of applied research.

Lectureship in  
Business Studies

Applicants must have qualifications in a Social Science of Management with a relevant, relevant to teaching and research in an institution of higher education. Preferably, they should be able to contribute to teaching and research in one of two of Employee Relations, Business Administration, Office Management, Operations or Production Management. The salary is on the Lectureship A scale of £3,656 to £6,516 (see) to £8,989. This scale, which includes supplements, is payable under review and the post-holder on a full-time basis upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms obtainable from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom completed application forms should be returned at later than May 8, 1978.

## Western Australian Institute of Technology



The Institute is a major tertiary institution providing degree and diploma studies at both undergraduate and graduate levels for over 11,000 students. Programmes may be taken on a full-time, part-time or external study mode.

## SCHOOL OF TEACHER EDUCATION

Applications are invited for two senior leadership positions at the level of:

## HEAD OF DEPARTMENT

The School of Teacher Education, with a current enrolment of 1,000 students, is one of eight academic schools within the Institute. Leadership positions consist of a Dean (Head of School), and three Co-ordinators (Head of Department level).

## Pre-Service Education Programmes Co-ordinator (Ref. No. 053)

Applicants should have experience in the preparation of teachers and proven ability to act as consultant to staff on research and development activities. The appointee will exercise educational leadership in the development and evaluation of programmes and will be responsible for general course co-ordination in this division and programmes. At present, programmes offered are diploma and graduate diploma courses (on- and off-campus) leading to teaching qualifications for early childhood, primary and secondary levels.

## Further and Graduate Education Programmes Co-ordinator (Ref. No. 054)

Applicants should have experience in the conduct of graduate education programmes. The appointee will exercise educational leadership in the development and evaluation of programmes in this division which are designed to meet the needs of expansion of tertiary education and other persons seeking further studies in education. At present, programmes offered include Bachelor of Education (for qualified teachers) and a Graduate Diploma in Curriculum and Educational Technology; a Master of Education programme is already proposed.

Qualifications: Post-graduate qualifications and considerable experience, including tertiary teaching, are required. The particular teaching specialty may be in any professional field of education studies, with some experience in course planning and development preferred.

Salary: £15,764 (Salaries quoted at March 21st rate of exchange £1.5949-£1.00).

Conditions include: Annual, Long Service and Study Leave. A choice of Superannuation is available if required including a scheme similar to FRSU. Fares for family plus assistance for removal expenses and temporary accommodation are payable to appointees.

Applications: Detailed applications, including a curriculum vitae and the names and addresses of three referees should be submitted not later than May 31st, 1978, to the Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ, England. A brochure containing further information may be obtained from the above address. When applying please quote position and reference number plus media code HES.

## ZUNGERU COLLEGE OF ADVANCED STUDIES

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Applications are invited from suitably qualified candidates for the under-mentioned vacancies which exist in the College:

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(II) Senior Lecturers and Lecturers in: Biology, History, Geography and Physics.

Salary scales are as follows: — Head of Department — GL 14 N6,888-N6,828 — GL 13 N7,784-N6,724 — Principal Lecturers — GL 12 N7,104-N7,732 — Senior Lecturers — GL 11 N6,448-N6,584 — Lecturers Grade I — GL 10 N5,468-N6,432 — Lecturers Grade II (N1 = 04 Shilling)

FRINGE BENEFITS In addition to the salary on contract appointment are given 15 per cent contract addition, an annual gratuity of 15 per cent of the salary at the end of each contract. Basic allowance of N100 per annum is paid to officers on contract and tenure appointment. (Only Nationals of Nigeria are offered tenure appointments.)

Accommodation with hard furnishing is provided at 83 per cent of basic salary subject to maximum of N25 per month. Air passages for officer, wife and up to five children and baggage allowance (N1000 for married couples and N500 for single) are payable to both separately and together. For Contract officers leave is granted at the rate of five days per month. 50 per cent of the gross salary is remitted to the home country.

British citizens may also receive supplementation and other allowance under Teachers in Nigeria Technical Cooperation Agreement.

Applications with: Name in Full, Place and Date of Birth, Nationality, Marital Status (including number of children), Qualification with Names of institutions attended and Date, Teaching Experience. Two written references one which MUST be from present employer may be sent by registered post to Principal, Zungeru College of Advanced Studies, Bida, c/o University of Ife, Lagos, Representative, London Office, 115 Strand, London, W.C.2R, U.K. as soon as possible, but not later than Friday 5th May, 1978. For information on the College please write to the above address or ring 020 6869, Prin. Ipsi.





HIGHER EDUCATION SUPPLEMENT  
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## Dons or Datsuns?

The universities cannot really complain about their grant for next year. In present economic circumstances they should probably regard themselves as fortunate to have received as much as they have. In a pre-election period when the Government is more anxious to give money away (to buy Japanese cars?) than to spend it (on higher education?), and when there are so many competing claims for public resources—often for purposes much closer to the hearts of a mass electorate like British Leyland or youth unemployment—£619m is not an ungenerous settlement.

But it is not enough. In the past five years universities have suffered a significant decline in the value of their grant. According to Mr Oakes in the House of Commons shortly before Christmas public support per student—from all sources—declined by more than 9 per cent between 1973 and 1977. This austerity has affected research in an even more damaging way. The budget for the Science Research Council has been cut and cut until today important areas of scientific inquiry like X-ray astronomy are teetering on the brink of extinction. The foundations of excellence in British higher education have been thoroughly undermined. Now we must expect the inevitable, a gradual, subterfuge.

That is the paradox: by present standards higher education is not being badly treated but by historical standards it is dangerously underfunded. Higher education depends almost entirely on the State, in one form or another, for the resources it needs to the overall level of public expenditure is the most crucial factor in its well-being and success. The security of the last few years have shown that it is very difficult in a pluralist democracy that presides over a mixed economy to increase public expenditure significantly when economic growth is either slow or absent. The only reliable way to improve the condition of higher education—barring a "road to Damascus" reversal of public values that seems remote—is to encourage faster economic growth, which in turn will allow public expenditure to grow.

That is an uncomfortable truth. There are some who believe that universities should receive more resources but dislike the growth of public expenditure in general. Just a few try vainly to square the circle by suggesting a series of stratagems to "privatise" higher education. But such stratagems, whether they are so-called vouchers to enhance consumer-power and to erode State power over higher education or tax reforms to encourage greater private philanthropy, only affect the quality of the relationship between higher education and its paymasters, present or future, not the quantity of resources that can be made available.

So how best to stimulate faster economic growth is not simply a question for academic economists. It is a question for higher education as a whole. On finding the correct answer depends not only the future development of the system but also what little hope there is of reversing the damage that has been caused in the last five years. Indeed it is more important than ever at

## Shadow of a settlement

Perhaps because Mrs Williams made her announcement about university teachers' pay in the depths of the Easter vacation, a great deal of confusion still seems to surround the precise terms of her offer to rectify the anomaly. She did not say that only a start would be made by October 1980. Nor—sadly—did she say that a start would necessarily be made this October. All she said was that "there is a Government assurance that this unique anomaly will be rectified over more than the next three academic years". This means that by 1980 at the latest university teachers will have been compensated in full for the anomalous loss they suffered in

a time when both Mrs Williams and Mr Oakes are encouraging higher education to reach out to less traditional students, adults, women, workers and so on. If higher education adopts this progressive course, it must have some reasonable assurance that the extra resources implied by such a new departure will be made available. After all model B of the DES Discussion Document has a price tag of perhaps a higher one than the other four models.

What, then, are the prospects for the economy one week after Mr Healey's thirteen budget? In spite of the £2,500m of tax cuts it is difficult to summon up much enthusiasm. It has inspired little confidence that the rate of growth will be as high as Mr Healey hopes or the rate of inflation as low. Nor does there seem any prospect of a reduction in unemployment and the improvement in productivity that might stimulate the darkest economic clouds but they are still there lurking just over the horizon waiting to close in again. At the end of March the Cambridge Economic Policy Group suggested that the present orthodox policies would maintain Britain would have 4.6 million out of work by 1990 and a gross national product of only 16 per cent higher than it was in 1970. Public expenditure, needless to say, would be little higher either.

The Cambridge Group's patience, of course, is the imposition of import controls to restrain the alarming propensity of the British to import the bulk of manufactured goods has increased two-and-a-half times since 1970 while production of the same goods at home has hardly risen at all. This policy is very similar to the "alternative economic policy" put forward by the left wing of the Labour Party and so out of court as far as a broad section of political opinion is concerned. But that section, broad as it is, is probably shrinking as confidence in the ability of the more orthodox policies of Mr Healey to deliver the goods shrinks also. Certainly the Cambridge model produces some impressive results with the import controls strategy—GDP two-thirds bigger by 1990, unemployment below half a million, inflation below 5 per cent, and a stable currency.

A significant aim for higher education is the impact of the Cambridge strategy on the level of public expenditure. It would allow public expenditure to increase again at an annual rate similar to the average for the postwar period, under present policies, the prospect of stagnation or at best a marginal increase. Of course, no one can prove that the import controls strategy would produce these tantalisingly beneficial results—but the evidence seems to mount. By month that the present orthodoxy cannot. In the long run risk-taking may be the safest policy. The time has come for a radical break with the economic policies of the recent past which have already produced demoralisation and decay and if continued could have quite disastrously destabilising effects on our society. Once the choice was between guns and butter. Today perhaps it is dons or Datsuns, Hondas or hospitals. It is time to choose.

1975-76 (on top of their normal cost of living increases)—although Mrs Williams carefully phrased assurance does not rule out speedier rectification of the anomaly.

Clearly this is not as much as the Association of University Teachers is asking. They want the anomaly rectified in full as soon as possible and have determined that at least a substantial start must be made this autumn. On the other hand the Government's offer is sufficiently good to create doubt about the wisdom of the campaign of industrial action to which the AUT remains committed. So the shadow of a settlement is already there. What is required now is to create, in the substance.

## LETTERS TO THE EDITOR

### Local control of polytechnics

Sir,—Your trenchant editorial on the Oakes Committee report accurately dissects the middle and compromise which has produced this confused and confusing document. However you too duck the basic question which you accuse politicians of failing to answer, namely should the public sector of higher education be a locally or nationally maintained service? It is possible nevertheless from reading between the lines of your recent comments on this topic to infer that on the whole you prefer local control. In the light of Oakes' move away from this approach the case for local control must be examined.

Local control is argued to ensure that colleges are more responsive to local needs in a variety of ways. Yet what is the record? Polytechnics have been under local control for up to a decade or more. Yet diversity of student and course types which should exemplify a locally-based responsive system is less now than when the polytechnics came into existence. The local authorities have presided over the decline of part-time and lower level courses in favour of full-time and advanced alternatives. Under their control the polytechnics now exhibit more national than local characteristics.

The reason for this "academic drift" is not as is fashionably supposed simply staff aspirations and status delusions. The local authorities bear a large share of the responsibility as a result of their financing arrangements. It is the local authority controlled Burnham arrangements which reward higher level more than lower level work and thus provide staff and institutions with clear financial incentives to develop the former at the expense of the latter. It is the local authority controlled pooling system which provides additional financial incentives to encourage advanced work. And it is the local authorities through the meagre financial allowances having allowed for part-time work who have discouraged courses of this type over recent years.

Colleges and staff respond to all sorts of pressures, and incentives and finances is a major one as the work of the Training Services Agency has shown. Local authorities have a duty to develop a system which clearly signals the importance of full-time advanced work and polytechnics and other colleges have responded accordingly. If that is what local authorities wanted all well and good. But having allowed their institutions to adopt national rather than local characteristics they should follow the logic of this change and

accept national arrangements for their maintenance. If it is not what they desired the change to more locally-based institutions requires structural changes which Oakes does not deal with and which the local authorities have never even begun to consider.

Having devised a financing system which takes them in the opposite direction to what they claim to be their objectives, local authorities have attempted to exercise their control through detailed intervention in specific areas of policy. The oversights student question and the policies of the UEA make an interesting case study not least because the authority has the largest number of polytechnics under its control, is reputed to have the most professional staff and the most enlightened members.

First this largest, most professional, most enlightened authority announces a local policy on overseas students independent of a national policy being developed at the same time by the DES. In the course of clarifying this policy it changes the arguments in favour of the policy every time its previous arguments are countered. Finally, when two polytechnics do not comply with the strict letter of their imposed policy the UEA takes the profoundly educational course of threatening to cut off their library from the rest of the university. This is a little surprising that the Oakes Committee watching all this going on became a little confused about the virtues of local authority control.

One final point. The argument in favour of local authority control is sometimes expressed as "he who pays the piper calls the tune." Well as the piper is increasingly national government perhaps national arrangements are more in order. Moreover this industrial—dare one say capitalist—approach to control seems curiously out of place in the higher education sector. It is not recognising that employees and employers have an important place in decision-making as well as the providers of finance. It is a little odd that as industry begins to adopt this more open international higher education which has been a recent trend, students' major involvement in decision-making should be preserved to move back the other way and provide the controllers of the funds with the control of policy.

Yours faithfully,  
L. S. J. WATKINS  
Head of social sciences,  
The Polytechnic of Central London.

ing at any time during an undergraduate course. In many cases hundreds of students are taught by attending lectures so how can any student be expected to have a say in the selection of teaching provision is required, making the courses much cheaper than ours. If they are science students, they are unable to do any experiments themselves until the very end of their courses. This is particularly true for medical studies. In Italy, for example, because entry to any faculty depends only on possession of the matriculation, students may find themselves being taught with others who have had no scientific preparation at all. The students pay nothing but receive little attention and the failure rates are high.

Here students do not normally change universities and their courses are mostly worked out as soon as they start. From a practical point of view, it would be very difficult to change people wanting to come for a limited time.

We have a higher percentage of students from the annual working class than in any other country in Europe except Sweden where it is also about 28 per cent, whereas in West Germany it is only just over 10 per cent. Is it reasonable to ask our taxpayers to contribute even more to the education of foreigners when many of our own young people cannot go to university. We are already subsidising very large numbers of self-selected students from countries richer than ours. Should this not be changed?

Yours faithfully,  
PHYLLIS JORDANOVA BROWN,  
13 Stratford Road,  
Summertown,  
Oxford.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and the editor reserves the right to cut or amend them if necessary.

### Forgotten scholars

Sir, I write to draw your attention to the plight of a small group of research scholars who are normally connected with the establishment: those who have been forced by the crisis in the academic employment market to earn a living in non-academic positions who continue to produce research of high quality and who are at the same time in a growing state of financial and other support.

One of their problems is that they are denied access to most of the financial and other support which is normally available to academics. They pay themselves the cost of their research: books, membership fees, subscriptions to journals, postage, telephone, stationery, travel, conference fees, etc. Some of these costs are tax-deductible but the tax relief is not enough to cover the full cost of their research. Their jobs are not secure and they are often in a state of financial and other support.

One could of course say that these people should cut their own financial losses and devote all their energy and resources to making money for themselves. But many would find it difficult to abandon something to which they have over a period of years devoted much time, energy and money. It would constitute a great waste of the public money which is used to subsidise the education of research students in Britain, and mention the waste of time of energy on the part of those who taught them.

An acknowledgment of the people's needs would be a great help. Britain has a long tradition of good research and it is not surprising that many of our best scientists, scholars and others are not in academic posts, and it would be a pity to let this potential reservoir of productive research go to waste for the lack of some support. In practical terms this could mean in the first place that the government should set up a research fund which is a permanent accessible to university or higher education staff only, and a liberalisation of access to research resources. The acid test for anyone claiming to be a research scholar could be that he or she should be able to produce a new method of energy storage as convenient as a gallon of gasoline. And remember that the lead time from new fundamental discovery to full practical application is about fifteen to twenty years. On this time scale the low energy era of the 1990s will be here tomorrow.

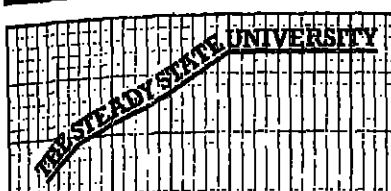
Thanks to past support for fundamental research, this nation is still scoring in the added value game. If only it was our custom to reinforce success; it is chilling to note that our present spending on basic science, at only 0.2 per cent of GDP is lower than all other advanced western societies except Italy and Eire. Sweden, West Germany, Holland and the United States spend at twice our rate. If, as regrettably seems likely, the future system of financing of university scientific research will be an extrapolation from the present, the prospect must be bleak.

The existing dual support system calls for UGC provision of the well found laboratory as a basis for research. From this platform university researchers must compete in the open market for funds from research councils with which to build the superstructure. In making allocations to universities the UGC has never quantified or even indicated the proportion which should be set aside for research. This is for each university to decide and it is this aspect of university autonomy which is so sorely tested and defended. Yet university scientists and engineers are now finding that this very freedom has worked against research during the present period of governmental tightness.

The system calls for each university to cut the cake in its own way, in most cases via the pyramid of ruling committees to whom cases must be made. Inevitably, such committees take their lead from their UGC and DES masters in giving considerable weight to student numbers. When money was more plentiful, ie, up to about 1972, the system worked and science and engineering prospered despite their relatively low student complements. The recent series of sudden and crushing cuts in university finance, coupled with what is in effect a moratorium on financial planning has had the universities selling. Management by crisis has taken over. Capital expenditure on equipment, which affects the scientists more than others, has been severely cut. Real and immediate savings in recurrent expenditure have been demanded, targets have been imposed on departments, and we betide those with relatively low student numbers. In principle the required savings

Yours faithfully,  
BRIAN STANLEY,  
Emeritus professor,  
University of Newcastle.  
(Member of the Association of University Teachers since 1932.)

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## Scientific research in the universities

Professor John Cadogan foresees a bleak prospect under the present system



Facing such a shallow and rapidly drained pool of research council resources, the university researcher can therefore count himself lucky to live in and not receive the black eye of rejection. Even if awarded enough money to buy his equipment he is then faced with the problem of recruitment. Most scientific appointments are for the short term of two or three years. Salaries are identical with the university scales, which have now so far lost contact with corresponding industrial and Civil Service salaries that it is exceptional to be able to recruit first class research assistants. A recent example is the competition between an industrial chemical research laboratory (offering £5,500 per annum) and an SRC supported research project (£3,900) for a fresh PhD. Add to this the prospect in industry of a salary of £8,500, in 1978 pounds, in three or four years compared with £8,750, in 1978 pounds, after 21 years (yes 21!) in the university (making the unrealistic supposition of tenure), and even the idealist will not have difficulty in predicting where the young man will go.

Of course, if the fresh young scientist chooses to go elsewhere in the EEC or US the rewards are very much greater. How much better if he could be taken into the universities on tenure in a research capacity. Here it must be said SRC is making a brave effort to help, despite its too slim budget, with its advanced fellowship scheme whereby the best young scientists caught in the generation gap are given an opportunity to stay in the universities in a research capacity for five years. Unfortunately, 31 awards over the entire system are just not enough to make a significant difference. I fear that many of our brightest young scientists have been or are being forced overseas. There can be few university professors unable to provide examples of this: horror stories abound. We must not make too much of cases such as the British PhD now in a US research institute coming up with a multimillion pound process which a major British company is forced to license from the US patent holder; the man may have left anyway. But we should not ignore the symptoms.

University research is in a bad way. If we turn to higher education in the 1990s there is little comfort for the future. In discussing five possible models the anonymous authors play fairly and bring out both advantage and disadvantage in each case. Unfortunately, or perhaps ominously, research is mentioned only twice and then in passing.

Thus Model A (expand and contract the system, ie, staff and buildings, in step with student numbers) has the admitted snag, among others, that it would make it difficult to recruit the young talent necessary to the vitality of the higher education system's research function. Model B (do not expand when student numbers go up, so that later staff contraction becomes unnecessary or less painful when numbers go down) would obviously impose a squeeze on research activity. Model C (enter for the increase in numbers, but do so more economically; encourage postgraduate research students to take on a larger teaching role than they have now, accept a 7 per cent squeeze on accommodation and unit costs, introduce temporary expatriates such as team years and Box and Cox arrangements) again will harm research.

Model D (maintain intakes while restraining numbers by increasing the proportion of two year higher education courses, more part-time students, deferred initial entry and so on) implies massive redeployment of existing staff to the detriment of time available for research.

Model E, which Mrs Williams is reported to favour (THE SUNDAY TIMES, April 7), proposes that non-traditional students, ie, more adults and more children of manual workers, should be drawn into the system. If this means that resources will be increased in the bulge period and maintained thereafter to cater for the new type of student, it is conceivably, at first sight, that research will not suffer. If the traditional numbers game is played, however, there is a danger for scientific research because it is likely that the new intake will contain a low proportion of scientists.

Provision for scientific research in the universities should become much less dependent on the numbers of students coming forward. Indeed, it can be argued that, in an aging population with a declining number moving on to higher education, investment in research should increase disproportionately in order to keep the nation ahead of younger more vigorous countries and to safeguard the future. The Select Committee on Science and Technology has said that "DES should not expect, and the universities should not accept, growth targets for student numbers which, unless there is a sudden improvement in the economic situation, could only be achieved at the expense of the universities' research activities", and again "research should not be arbitrarily sacrificed in order to maintain a preordained level of student numbers".

These unheeded statements date from 1974 (Command 504, 1975) when things were thought to be pretty bad. Since then support has declined so rapidly that British university scientific research must now be considered to be a deprived area of activity. The rate of decline is such that we are within sight of irreversibility.

The author is head of the department of chemistry, University of Edinburgh.

were to be spread proportionately across the university; in practice it turned out that the only avenue to substantial saving within the required time scale lay in the technical departments, because these have budgets for consumable materials which can be tapped, and these house the only section of university staff—technicians and research assistants—which turns over in significant numbers. These departments nevertheless have to maintain teaching laboratories, so unfilled vacancies here are filled by raiding what is left of the research complement. This puts pressure on the remainder, some of whom leave, and so on.

On the evidence of the last few years there can be no doubt that in times of financial shortage in the universities, scientific research is the first to suffer and the last to recover. Superimposed on this major setback for scientific research is the problem of the generation gap induced by the halt in recruitment. Scientific research in the universities cannot proceed successfully without a continuous intake of young people. British university scientific research has been extraordinarily successful; witness our total of 38 Nobel laureates since World War Two, which is the highest in the world on a population basis. In the most successful research teams we have managed to secure that vital age continuum which allows a blend of the best of the very young with the active, more experienced, but still young researchers beginning to strike out with their own ideas, and the senior scientists of achievement, experience, and scientific vigour. This combination is essential to university research.

A serious discontinuity has now been introduced and it is unlikely that the last generations will be replaced. Scientists are gloomily facing up to the fact that unless there is unprecedented additional help for university science, in 10 years time most of the youngest tenured researchers will be 45 years old. If this comes about it will be difficult to participate and impossible to win in the toughest international competition of all that of scientific research. And win we must otherwise we will take our place somewhere below Spain and Greece in the league table of nations.

What of the second source of support? Can the research councils not bridge the gap? It is axiomatic that when the universities are in trouble so too are the research councils, whose budgets are just as vulnerable to cutback and inflation (the February 1974 pound is now worth 53p). It has just been confirmed, for example, that the projected growth guide line to 1981-1982 for the already inadequate SRC budget is -1.7 per cent per annum, and that that for ABC is zero. The total ABC budget for fundamental science (ARC, MRC, SRC, NERC) for 1978-1979 at £240m is just over £4 per head of population.

It is appreciated that to stay in the science race it is not sufficient merely to increase the science vote in step with inflation (remember that even this has not occurred), but that the so-called sophistication factor must be applied? The increase in costs of each successive generation of instruments and apparatus for outstrips even the recent unprecedented rates of British inflation. A simple example is provided by the penicillin. In the 1940s some 800 man years of research were needed to obtain vital knowledge of the structure of this invaluable group of antibiotics. Now, using spectroscopic techniques undreamt of 30 years ago and considered to be out of reach even 15 years later, one of my honours students could elucidate the structure of a penicillin in a couple of days. Without such instrumentation one cannot be in chemical research at all.

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## BOOKS

### Crime and punishment

Soviet Criminologists and Criminal Policy Specialists in Policy-Making by Peter H. Solomon, Jr.  
Macmillan, £10.00  
ISBN 0 333 22750 6

Peter Solomon belongs to the younger generation of Western scholars interested in Soviet law. As a graduate he studied with such authorities in the field of Soviet politics and law as Zdzislaw Brzezinski and John Hazard, who jointly supervised his PhD thesis *Specialists in Soviet Policy-Making: Criminologists and Criminal Policy in the 1960s* (Columbia, 1972), which forms the basis of the present book.

The book is well documented. The long list of sources—practically all relevant books and periodicals in Russian and English, legislative enactments, interviews with a considerable number of Soviet and Western scholars, even unpublished material—shows the seriousness of the research and the tremendous amount of work done.

Part one deals with the development of Soviet criminal law specialists' participation in policy-making from 1938 to 1963. Solomon examines their influence on Soviet criminal law policy during the late Stalin years, the expansion of their participation after Stalin's death in 1953, and finally, the institutionalization of participation in the 1960s, marked especially by the establishment of the Institute for the Study and Prevention of Crime (ISP).

This leads to the central part of the book in which the author, using only four case studies (alcoholism and crime, hooliganism, parole and recidivism) assesses the participation of criminologists and other specialists in policy-making between the middle and late 1960s. Part three is almost completely dedicated to the forms and role of scholarly participation. In the last chapter the author explores the significance of his study as a whole and makes some interesting comparisons in policy-making between democratic pluralism and institutional pluralism of Soviet type.

The two examples of criminal law scholars' participation in policy-making under Stalin (alcoholism and theft) and the case studies mentioned above form the bulk of the book. All six examples are examined at great length with many details on the approach of individual Soviet scholars or groups of scholars. The facts are objectively presented and the quotations from various Soviet authors adequately reflect their opinions. Solomon's

study offers new insights into the law-making process in this limited field.

Up to this point the book is a valuable contribution to Soviet studies. However, in the author's interpretation of facts and in some of his conclusions, there are questionable points. For instance, he attaches an exaggerated importance to the fact that at the time of Stalin's rule, several Soviet authors thought that analogy should be abolished. As a matter of fact, analogy, although permitted in Soviet criminal law up to the legal reform of 1958 and widely utilized as an expedient device for sentencing innocent people, was not at all necessary, because the so-called "material" definition of crime ("crime is a socially dangerous act" combined with the Soviet concept of "socialist consciousness" enabled the procurators (prosecutors) and the courts to regard practically any act as "socially dangerous" and to punish the perpetrators harshly. Even the introduction of the formal principle *nullum crimen, nulla poena sine lege* in addition to the "material" element, and the simultaneous abolition of analogy in December 1958, did not produce any substantial changes, because the definition of individual offences in

the present Soviet criminal law is often so poor and vague that it is "socially dangerous" acts determined through the concept of "socialist consciousness". Similar remarks could be made about the importance Solomon gives to the mild and insignificant efforts of some Soviet legal writers to define "theft" in connection with the two Stalinist edicts of June 1947 which considerably increased the punishments for theft up to 25 years' loss of freedom but did not define the offence. (Incidentally, Soviet criminal law still does not define theft.)

Is it really possible to say, as the author does on the basis of these two examples, that "Soviet criminal law scholars' participation was of good quality during the Stalin years" or even that "the reality of Stalinist policy-making was more complex than the traditional Western image had it"? Any careful reader with some knowledge of Soviet political reality and the character of Soviet law can easily answer that question for himself and form his own opinion on many other of Solomon's assessments. The others could be misled.

Ivo Lapenna



Stalin—was policy-making in Russia under his rule more complex than has been thought?

## Suppression and the oldest profession

Prostitution and the Law by Abraham Sion  
Faber, £7.95  
ISBN 0 571 10934 9

In his introduction the author states that: "Prostitution is often discussed in abstract terms, such as whether the law can rightfully control the conduct of consenting adults in private, or whether a distinction can rightfully be made in penal terms between a prostitute and her client. Sometimes prostitution is condemned on the grounds that it involves an evil like public nuisance, without precise considerations being given to whether the evil consists. This work aims to investigate the concrete evils of prostitution and to consider whether and how it can be suppressed by law. He specifically confines his review to the role of the female prostitute and does not consider, in depth, the wider aspects of the problem such as the role of the male client, the procurer or the pimp. Nor does he deal with male prostitution."

Dr Sion divides his study into three main sections. Part one being a general consideration of prostitution and its control, while parts two and three consider in more detail the investigation to and practice of the prostitution and the role that the law plays in controlling and suppressing it, and any of its associated activities.

It is in the first part that a major weakness of the book becomes apparent. He does not ask the fundamental question why cer-

tain women adopt prostitution as a way of life. Surely any study of this subject cannot exclude consideration of this basic issue and, until it is answered, the solution of the secondary problems of control and possible eradication cannot be begun. He simply states that the demand of some males produces the response of many women who are willing to provide sexual favours for financial reward. The rule and status of the prostitute in society is inadequately analysed. However he does examine some disadvantages created by prostitution and concentrates mainly on its affront to human dignity, the nuisance it may create, and, more specifically, he considers the problems created by the spread of venereal disease and the adverse effect that exposure to prostitution has on children and young persons.

Having briefly considered these problems he then examines the systems employed to cope with prostitution, and discusses the three principal ones: namely regulation, suppression and abolition. He concludes that none of these is able to eliminate any of the disadvantages of prostitution although they may, at times, restrict or reduce the effect of the associated problems. Abolition is the one he finds to be preferable but not, however, practical.

The next two parts of the book are better because he is dealing with the legal rather than the sociological aspects of the problem. In part two he discusses the invitation to prostitution looking at the problems it creates and the law's response to them. His analysis of the Street Offences Act 1959 is

clear and well presented but it is unfortunate that the recent case of *Behrendt v Burridge* (1976) is not mentioned. All ER 285 which extended the scope of soliciting, has not been included.

The final section comprises a study of the problems involved in the practice of prostitution and by the law controls its operation and prohibiting the use of brothels and other premises for the purpose of habitual prostitution. Again the law is set out clearly and discussed in an interesting and informative way. Despite this, the main weakness of the book is apparent in its section, as the review of the problems caused by the practice of prostitution appears to be based on personal impressions rather than any detailed or systematic study. The discussion leads to many generalized propositions which, in fact, are naive. These detract from the legal analysis which is itself, is good.

To conclude Dr Sion summarizes the effect of the existing law and its scope later in the book and in the introduction. The discussion leads to many generalized propositions which, in fact, are naive. These detract from the legal analysis which is itself, is good. To conclude Dr Sion summarizes the effect of the existing law and its scope later in the book and in the introduction. The discussion leads to many generalized propositions which, in fact, are naive. These detract from the legal analysis which is itself, is good.

Judith Mayhew

## BOOKS

### A different class

Labour and the Law (second edition) by Sir Otto Kahn-Freund  
Sweet and Maxwell, £8.00 and £5.50  
ISBN 0 420 45210 0 and 45220 6

It is rare for the Hamlyn Lecture Series to provide more than one issue of a book of lectures, mainly perhaps because of the nature of the enterprise. For *Labour and the Law* to appear in a second edition, therefore, is testimony to the lasting nature of Sir Otto Kahn-Freund's analysis of collective labour law in this country. Since the publication of the first edition of course much has happened. The Industrial Relations Act has been repealed and with it has disappeared, possibly for ever, an attitude towards the legal regulation of labour. The Butler report on industrial democracy has come and gone and a plethora of detailed legislation has been introduced. However, whether dealing with fashion of essence, with ancient or modern, Professor Kahn-Freund is masterful.

The book has undergone no fundamental reappraisal. It is still directed to collective labour law and law and labour. It is still to be a textbook though it should be said at the outset that there is nothing currently in print in the field which is as good a textbook even given the modest claims which the author makes for himself. Furthermore, if there is any place of legal scholarship in Britain which more clearly represents the triumph of what C. Wright-Mills has called the "sociological imagination" then it must be both mightily powerful and an extraordinarily well-kept secret. The relationship between culture and institutions, and between history and biography are richly explored at every level. Even more compellingly, the author's transcending scholarship adds new dimensions to the seemingly ordinary and familiar. The grace and familiarity with which Kahn-Freund moves to Europe, to North America, and home again seem effortlessly to highlight and to pinpoint the uneasy and brittle condition between law and organized labour. At no

point does the learning intrude, at every point it informs.

The opening chapter is a brilliant sociological essay called "Some Reflections on Law and Power" which immediately impoverishes most of the modish contemporary writings on law and sociology. It begins with the assertion that the public interest is not ordinarily represented in the legal courts, enterprise. For *Labour and the Law* to appear in a second edition, therefore, is testimony to the lasting nature of Sir Otto Kahn-Freund's analysis of collective labour law in this country. Since the publication of the first edition of course much has happened. The Industrial Relations Act has been repealed and with it has disappeared, possibly for ever, an attitude towards the legal regulation of labour. The Butler report on industrial democracy has come and gone and a plethora of detailed legislation has been introduced. However, whether dealing with fashion of essence, with ancient or modern, Professor Kahn-Freund is masterful.

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point does the learning intrude, at every point it informs. The opening chapter is a brilliant sociological essay called "Some Reflections on Law and Power" which immediately impoverishes most of the modish contemporary writings on law and sociology. It begins with the assertion that the public interest is not ordinarily represented in the legal courts, enterprise. For *Labour and the Law* to appear in a second edition, therefore, is testimony to the lasting nature of Sir Otto Kahn-Freund's analysis of collective labour law in this country. Since the publication of the first edition of course much has happened. The Industrial Relations Act has been repealed and with it has disappeared, possibly for ever, an attitude towards the legal regulation of labour. The Butler report on industrial democracy has come and gone and a plethora of detailed legislation has been introduced. However, whether dealing with fashion of essence, with ancient or modern, Professor Kahn-Freund is masterful.

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Norman Lewis

## The wheels of justice

The Machinery of Justice in England (seventh edition) by R. M. Jackson  
Cambridge University Press, £16.00 and £7.95  
ISBN 0 521 21688 5 and 29231 X

Virtually every law student is required to take a course in his first year on the English legal system. In the past it has often been treated contemptuously by law teachers, with the newest recruit being drafted in to teach it. This attitude of course communicated itself to the students, who came to resent a subject devoid of interest and challenge. It was reduced to rote learning and its unrelieved dullness permeated the image of the subject as intrinsically boring.

More recently a new awareness of the possibilities of the subject has emerged. Empirical work, critical writings, activities of bodies like the Legal Action Group, and the appearance of sourcebooks have aroused interest and enabled legal system courses to become stimulating and challenging.

It was not that the teacher in the past had any shortage of textbooks from which to choose, but nearly all were unattractively dull and inexcusably uncritical. The shining exception was Jackson's *Machinery of Justice in England* which began its career 40 years ago. It is not the subject on a sound academic foundation, ultimately serving to make it more serious study by students and even by academic lawyers themselves.

Professor Jackson's robust and lucid style distinguishes him from all rivals. Here is a man who not only knows his own mind but is prepared to reveal it with vigour and clarity. The principal strengths of the book lie in its clear presentation of the subject, often tracing its development over the years, and above all in its critical appraisal of the law and its practice. It is a pity that Jackson was one of the first academic lawyers to propound the heresy that the law should be

studied in its social context and that an appreciation of how legal institutions and rules actually worked was a legitimate interest of the lawyer.

It is certainly not enough for students to be expected only to acquire the factual basis of the subject. That is intellectually flat and loses a unique opportunity to grasp the strengths and weaknesses of the legal system. At no other time in this century has there been so much discussion of and indeed disaffection with the operation of the legal system. To emerge from a law school with no knowledge of these currents would be lamentable, and Jackson's *Machinery of Justice* is the best starting point presently available.

It has, however, become a very long book and, even so, does not deal with legal method and reasoning, which feature in most legal system courses. There is very little that could be omitted, however, although 50 pages on sentencing is perhaps excessive.

A student presented with Jackson will have an admirable introduction to the subject. It is so packed with information that students often complain, but the technique of sifting what to retain and note is a vital part of study, which students must acquire early if they are to cope with the vast amount of material which will come their way. It is not a valid criticism of the book. It is doubtful if any one book can ever satisfy the demands of English legal system courses and teachers will differ in their choice of reading. But the quality of Jackson's *Machinery of Justice* is so high that it is a right of passage for all students of law. It is the definitive answer to any one who questions whether English law is a system suitable for academic study, and those who regard the legal system as one of their social ills should find a special debt to Professor Jackson for his sustained work over the years.

Graham Zellick

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For an illustrated brochure and application form post the coupon to the Academic Office, Crewe & Alsager College of Higher Education, Crewe, Cheshire, CW1 1JL.

Not only is Crewe & Alsager a well established College of Higher Education, but one of the best in the country, able to provide you with up-to-date teaching experience in First, Middle and Secondary School curricula.

The course includes specific subjects as well as a broad range of subjects, giving you the opportunity to gain a year in a pleasant environment, a year that will help you walk into your first teaching post with confidence.

Please send me details of the Post Graduate Certificate in Education.

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**Crewe & Alsager College of Higher Education**

## Announcement

**Qikley College** The College in the Dales  
THE BINGLEY COLLEGE CAMPUS

BACHELOR OF EDUCATION (HONS) IN SERVICE WITH SPECIALISATION IN DANCE

Validated by the University of Bradford.

Designed to meet the demands of practising teachers and lecturers for an advanced course in dance, this is the only degree of its kind in the country.

The aims: to provide an intellectually demanding course of study related to the current needs of schools and colleges; to enable the student to extend a conceptual framework in the area of dance and education through a mastery of relevant studies of experience and methods of thinking.

The course extends over a period of two academic years of full time study and consists of three units:

Unit 1: Dance and the curriculum.

Unit 2: Dance and composition - the making and performing of dances.

Unit 3: The cultural significance of dance (This unit will normally be completed at the end of the spring term).

Entrance requirements:

Candidates must be qualified teachers with, normally at least three years' teaching service and substantial dance experience. Applications should be made directly to the college, which, once satisfied by a candidate's suitability, makes recommendations to the validating body for final acceptance. Other courses available at Bingley and Ilkley colleges:

Diploma of Higher Education

Certificate in Youth and Community Work: B.A. General (Ord. & Hons) B. Ed. (Ord. & Hons) B.A. Performing Arts (Hons) Dip H.E./B.A. Recreational Studies B.Sc. Community Studies B.Sc. Home and Community Studies

For further details and an application form write to: The Admissions Officer, Bingley College, Lady Lane, Bingley, W. Yorks. BD15 4AR.

**BRITISH FILM INSTITUTE**

Film Study Summer School

FILM: AUDIENCE

University of Stirling, Scotland

29th July-12th August, 1978

Priority is given to practising teachers, for whom the School is primarily designed.

Details from: Summer School Secretary, Educational Advisory Service, British Film Institute, 81 Dean Street, London, W1V 6AA.

## EDINBURGH COLLEGE OF ART

## LECTURER IN SCULPTURE

Applications are invited for a full-time lecturer in the School of Sculpture.

The appointment will take effect from 1st September, 1978. Previous experience of degree level teaching is essential.

The salary scale is £3,528 to £8,807 plus a supplement of £192; placing will be according to experience; the post is supernumerary.

Further particulars and forms of application are obtainable from:-

The Secretary and Treasurer,  
Edinburgh College of Art,  
Leith Road,  
Edinburgh EH3 8DF.

Applications should be accompanied with slides/photographs of the applicant's work. The closing date is Monday 1st May 1978.

**SURREY COUNTY COUNCIL**

**WEST SURREY COLLEGE OF ART AND DESIGN**

**RESEARCH DESIGNER IN CHAIR/DESIGN**

A full-time post renewable annually for up to three years of the Department of Design of the West Surrey College of Art and Design is intended to support the teaching of design in the Department of Design.

The post holder will be responsible for the design of the Department of Design and will be expected to contribute to the design of the Department of Design.

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**SURREY COUNTY COUNCIL**  
**GUILDFORD COUNTY COLLEGE OF TECHNOLOGY**  
Stoke Park, Guildford, Surrey

Principal:  
E. L. Ellison, BSc, ARCS, CEng, MIMechE

Applications are invited for the following posts:  
Appointments will be from September 1, 1978

**Department of Hotel, Catering and Home Economics**  
**Lecturer Grade II**

To be responsible for the organization of PHYSICAL EDUCATION throughout the College, including classes for full-time and part-time students together with Students' Union activities. Candidates should be able to offer as wide a range of activities as possible.

**Lecturer Grade I**

To teach HOTEL RECEPTION, Machine Accountancy, Bookkeeping and general Hotel Organization to students preparing for the City and Guilds Hotel Reception examination and for the Ordinary National Diploma in Hotel Catering and Institutional Operations.

A sound educational background is required together with good administrative experience in the Hotel industry. Previous teaching experience would be an advantage but it is not essential.

**Department of Social Work Studies**  
**Lecturer Grade I**

To teach SOCIAL POLICY AND ADMINISTRATION to students on the post-graduate Diploma in Social Administration (University of Surrey) Course.

Salary Scales (under review):

Lecturer Grade II £3,744 to £5,985  
Lecturer Grade I £2,913 to £4,869

Plus C150 Fringe Area Allowance according to qualifications and experience.

Generous relocation expenses.

Further details and application form available from the Principal on receipt of a S.A.E. Completed forms should be returned to the College within two weeks of the appearance of this advertisement.



**SWANSEA COLLEGE OF FURTHER EDUCATION**

Applications are invited for the following posts which become vacant from 1st September, 1978:

**HEAD OF DEPARTMENT (Grade 2)**

To be in overall charge of a developing department comprising specialist sections of Community Care (N.E.B., P.R.G., Play Group courses), Catering and Home Economics. Applicants, preferably graduates or equivalent, should have qualifications and necessary interest and expertise to coordinate, together with the overall work of the department. (POST REF. 1F80/1.1.78.)

**LECTURER (Grade 1)**

In SOCIAL WORK mainly for the Preliminary Residential Care and In-Service courses. Applicants must be professionally qualified Field or Residential Social Workers with substantial relevant practical and supervisory experience. (POST REF. 1F80/2.1.78.)

**LECTURER (Grade 1)**

In CATERING SUBJECTS, duties will include the teaching of theory and practice on C.A.G. 708/708 courses. Applicants should have relevant trade experience with a recognised qualification. (POST REF. 1F80/3.1.78.)

**LECTURER (Grade 1)**

In WELSH (to 'A' level) and ENGLISH (particularly English for Overseas Students). Applicants must be graduates. (POST REF. 1F80/4.1.78.)

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed envelope, quoting the appropriate post reference(s).

CLOSING DATE: The closing date for the receipt of completed applications is THURSDAY, 4th MAY, 1978.

Education Department, Princess House, Princess Way, Swansea SA1 4PD.

John Beale, Director of Education.

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Exchange home Europe or U.S.A. with carefully selected family. Travel home from N.W.2. Tel: 1 722 8975.

## Colleges of Further Education continued



**St Mary's College**  
Strawberry Hill

This is a Catholic College of Higher Education with 1,200 students (Mixed).

It offers Internal B.A., B.Sc., B.H. and B.Ed. degrees of London University at Honours level.

Applications are invited for the post of **Lecturer in Movement Study**

for September, 1978. This is a striving and progressive department seeking a person able to make a contribution to undergraduate and postgraduate programming which include an M.A. course. Ideally the person appointed will be a Social Scientist or a Physicist with a proven interest in sport and physical education. Consideration will also be given to candidates with an outstanding record in either coaching or playing rugby football.

Salary will be in accordance with Burnham Further Education Scale plus London Allowance.

Further details from the Principal, to whom applications (there are no official forms) should be sent, together with the names of three referees, arrive not later than May 12, 1978, and addressed: The Principal, St. Mary's College, Strawberry Hill, Twickenham TW1 4ST.

**SOUTH CHESHIRE COLLEGE**  
**SENIOR LECTURER**  
**MANAGEMENT STUDIES**

(Major emphasis—Education Management)

The College requires a highly qualified and experienced teacher of management subjects. The post involves teaching at honours degree level in Education Management and may involve some teaching on general management courses.

The post demands an appropriate honours degree preferably with a relevant higher degree.

**THE COLLEGE**  
Dane Bank Avenue  
CREWE  
Tel. 07133

**HEREFORD AND WORCESTER COUNTY COUNCIL**

**SCHOOL OF BUSINESS AND MANAGEMENT STUDIES**

**LECTURER (Grade 1) IN DATA PROCESSING**

Applications are invited for the above post which carries the rank of Principal Lecturer in the School of Business and Management Studies.

The post holder will be responsible for the teaching of Data Processing to students on the B.Sc. (Hons) in Data Processing and the B.A. (Hons) in Data Processing.

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**FURTHER CLASSIFIED ADVERTISEMENTS APPEAR ON PAGES 11, 12 AND 13**



The College invites applications from suitably qualified and experienced candidates for the following posts:

School of Business and Social Studies

**LECTURER II in ACCOUNTANCY**

Experience in public sector accountancy and/or with computers is desirable.

**LECTURER I in BUSINESS STUDIES & DISTRIBUTION**

Experience in distribution is essential.

**LECTURER I in CATERING STUDIES**

Experience in the service of food, Reception and Front Office Practices is essential.

The salaries for the above posts will be in accordance with the Burnham Scales of Salaries, (F.E. Scales).

Lecturer I—£2,480-£4,377

Lecturer II—£3,270-£5,483

plus supplement of £312 and 1977 award up to a maximum of £180 p.a.

Application forms and further details are available from:-

The Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY

and the completed forms should be returned by Friday, 5th May, 1978.

## Administration

**THE ASSOCIATED EXAMINING BOARD**  
For the General Certificate of Education  
**GEOLOGY CURATOR/TECHNICIAN**

The Board proposes to appoint as soon as possible a permanent Geology Curator/Technician. The person appointed will be responsible for the care and custody of the Board's geological specimens and for the preparation of specimens for examination use.

This experience will also be necessary in order to maintain and develop the Board's collection of geological specimens.

Applicants must have at least one of the following qualifications:

(a) a degree in Geology

(b) a City and Guilds Science Laboratory Technicians Advanced Certificate (118) in Geology

(c) the South London College Diploma in Geological Techniques

(d) any other appropriate similar qualification.

The salary payable will be on a scale from £3,002 per annum to £5,102 per annum, with increments of £100, plus a London allowance of £100 per annum, plus a pensionable salary of £100 per annum, plus a pensionable salary of £100 per annum.

Application forms, together with further details of the post, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ, to whom they must be returned, marked 'Private & Confidential', not later than Friday, 18th May, 1978.



**Telford**  
Your Opportunity

**TELFORD DEVELOPMENT CORPORATION**  
**SOCIAL DEVELOPMENT OFFICER**

(Monitoring & Research)

Grade VII/VIII (£4,395-£5,406) with progression to Grade IX (£5,530-£6,541) with progression to Grade X (£6,675-£7,686).

A Social Development Officer is required by the Social Development Department of Telford Development Corporation to take over responsibility for an on-going system of social monitoring to review social needs within different functional areas of the Corporation's concern.

Applicants should have a good degree in the Social Sciences or other relevant discipline, and should have some years' experience in social research, and be keen to work in a field in which research is related closely to policy implementation.

Further details and application forms are available from The Secretary, Telford Development Corporation, Priorlee Hall, Telford, Shrop. TF2 9NT, and are returnable by 5th May, 1978.

**SCOTTISH CERTIFICATE OF EDUCATION EXAMINATION BOARD**

**Appointment of ASSISTANT RESEARCH AND DEVELOPMENT OFFICER**

Applications are invited for the above post on the Board's permanent staff. Applicants should be graduates with a honours degree in a relevant field, and should have some years' experience in research and development work in the field of assessment. Salary scale inclusive of supplements is:-

£5,776-£9,332-£10,000-£11,000

Further details and application forms are available from the Secretary, Scottish Certificate of Education Examination Board, 100, Dalkeith, Midlothian EH22 1BQ, with whom applications must be lodged by 11th May, 1978.

**CITY OF LONDON POLYTECHNIC**

**ADMINISTRATIVE ASSISTANT**

The Academic Registrar's Department has an immediate vacancy for an Administrative Assistant who will preferably be in his/her 20s to work initially in the Examinations Section.

Working in a small team, the successful candidate will be responsible for the identification and exercise of administrative duties. The post is a useful opening for a career in educational administration.

However, experience would be an advantage in view of the impending examination season.

Generous leave of 40 days per annum are offered.

Salary scale is up to £3,670 p.a. including London Allowance.

For further details and application form write to the Assistant Secretary, City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 1: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 2: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

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For Post 5: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

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For Post 7: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 8: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

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For Post 10: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 11: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

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For Post 15: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 16: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 17: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 18: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 19: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 20: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 21: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 22: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 23: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 24: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 25: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 26: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 27: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 28: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.

For Post 29: Application form and further details available from the City of London Polytechnic, 117/119 Houndsditch, London EC3A 7JL, not later than May 2, 1978. Closing date for applications is May 5, 1978.